

Year 5 Writing Assessment Framework

Working towards the expected standard						
Composition						
Write for a range of purposes and audiences						
Use paragraphs to organise some of their writing						
In non-narrative writing, use devices to structure writing and support the reader						
Describe characters						
Describe settings						
Grammar and punctuation						
Demarcate sentences using capital letters and full stops						
Demarcate sentences using question marks and exclamation marks where appropriate						
Use commas to punctuate lists						
Use apostrophes for contracted forms						
Transcription						
Spell some words containing Year 5 spelling patterns correctly						
Write legibly						
Working at the expected standard						
Composition						
Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader						
In narrative writing, describe the following:						
• Settings						
• Characters						
• Atmosphere						
Grammar and punctuation						
Select vocabulary and grammatical structures that reflect what the writing requires mostly appropriately						
Integrating dialogue into writing using the correct punctuation						
Use the following devices to build cohesion within and across paragraphs:						
• Adverbials of time, place and number						
• Pronouns to avoid repetition						
• Conjunctions						
Use verb tense consistently and correctly throughout a piece of writing						
Vary sentence structures through the following:						
• Use relative clauses						
• Some use of brackets, dashes and commas to indicate parenthesis						
• Use a wide range of conjunctions						
Use commas to clarify meaning						
Transcription						
Spell many words containing Year 5 spelling patterns correctly						
Spell some statutory Year 5 and Year 6 words correctly						
Maintain legibility in joined handwriting when writing at speed						
Working at greater depth						
Composition						
Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing						
Integrate dialogue to convey character and advance action						

Use vocabulary and structures that are appropriate for formal speech and writing						
Grammar and punctuation						
Use parenthesis correctly and appropriately within a piece of writing						
Transcription						
Spell most words containing Year 5 spellings patterns correctly						
Spell many statutory Year 5 and Year 6 spellings						
Consistently write using legible, joined handwriting						

Glossary

Begin/start to	The pupil has demonstrated the skill a small number of times within a piece of writing but still makes several errors. <i>For example, if a pupil is beginning to use capital letters, you might expect to see the correct use of them once or twice within a sequence of sentences.</i>
Some	The pupil has demonstrated the skill a small number of times within a piece of writing but still makes several errors.
Many	The pupil demonstrates confidence in this skill but still makes occasional errors.
Most	The pupil demonstrates great confidence in this skill, only making minor and very infrequent errors.
Year 5 spellings patterns	See National Curriculum – pages 66-70
Year 5 and Year 6 statutory spellings	See National Curriculum – page 71
Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader	The pupil demonstrates an awareness of the intended audience and adopts vocabulary and grammatical structures that reflect what the writing requires. <i>For example, using first person in a diary entry, directly addressing the reader in instructions or persuasive writing, using technical/subject-specific language in a non-chronological report or explanation text...</i>
Select vocabulary and grammatical structures that reflect what the writing requires mostly appropriately	The pupil can apply their knowledge of vocabulary and grammatical structures to writing for different contexts, which may include those that are formal or informal. <i>For example, using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility...</i>
Integrate dialogue to convey character and advance action	The pupil can use dialogue within a narrative to reveal details about a character's personality and can include opportunities for characters to speak about events related to the plot rather than them always being described or explained.
Selecting the appropriate form and drawing independently on what they have read as models for their own writing	The pupil can use language and grammatical structures they have come across in their reading and apply them in their own writing. <i>For example, after reading <i>The Hobbit</i>, pupils may be asked to write a narrative. They may take inspiration from Tolkien's writing style and occasionally slip out of third person to talk directly to the reader. Another example could be that after reading <i>A Christmas Carol</i>, pupils may use some of the archaic phrases or vocabulary they encounter within their writing (in the correct context).</i>